

VISION FOR SOCIAL STUDIES



SOCIAL STUDIES EDUCATION INVOLVES LESS:

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Rote memorization of facts and terminology

Content embedded in engaging inquiry tasks supporting students in communicating their own conclusions/taking informed action using a range of primary and secondary sources

Learning of ideas and events disconnected from inquiry and context

Thinking like and using processes as an expert in the various social studies fields

Teachers providing information to the whole class in only direct instruction via PowerPoint or video

Students conduct research around student generated questions, and engaging in discussions with teacher's guidance

Teachers posing questions with only one correct answer

Students discussing and generating open-ended questions that focus on the strength of the evidence used to generate claims

Students reading textbooks and answering questions at the end of the chapter

Students analyzing multiple primary and secondary sources; students draw conclusions based on textual evidence

Recitation of facts

Communicating claims through formal writing and a variety of methods

Students sit while teacher delivers direct instruction

Allowing students to engage and lead by taking informed action beyond the classroom

Understanding and lower level depth of knowledge assignments

Higher order thinking driven by student-centered inquiry using a variety of engaging primary and secondary sources

HOW STUDENTS ARE LEARNING?

WHAT TO CONSIDER

HOW ARE STUDENTS SHOWING THEIR NEW LEARNING?

HOW IS CONTENT MADE RELEVANT TO STUDENTS?

WHAT TYPES OF QUESTIONS ARE BEING ASKED BY THE TEACHER?

HOW IS THE TEACHER PRESENTING THE CONTENT?

WHO IS AT THE CENTER OF THE CLASSROOM LEARNING?

WHAT DOES A DAILY LESSON LOOK LIKE IN A SOCIAL STUDIES CLASSROOM?

HOW DEEP ARE THE STUDENTS' THINKING?